After the Good Cause Exemption: Students with Disabilities

Indiana DEPARTMENT OF EDUCATION

After a Good Cause Exemption (GCE), students with disabilities will need additional, focused, reading instruction directed at the skill deficiencies revealed by the Individual Student Report. This document is intended to provide high-level recommendations for schools and families working to create supplemental support for students with disabilities who received a GCE. This may take place during the school day, before or after school, and at home.
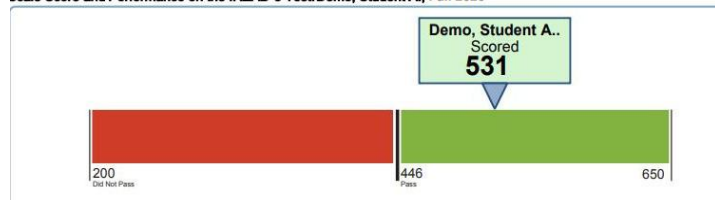
Data Usage and Interpretation	Educator Practices & Resources	Family Practices & Resources
Discuss student IREAD-3 data analysis with relevant school staff. Reflect on performance data to assist with designing an Individualized Educational Plan (IEP). Define steps for frequent progress monitoring of reading skills.	Collaboration between special education teachers and students' other teachers is needed. Align literacy support practices with student's IEP goals and services. Provide educators and tutors specific strategies to support success. (Some examples on page 2.)	Support engagement and partnerships between families of students with disabilities and educators/program staff.

HOW TO USE THE DATA

Estimate the amount of remediation needed.

IREAD-3 scale scores report an estimate of a student's reading ability on a continuum. Students who are further away from achieving the passing cut score (446) will likely need more intensive remediation than students who are close to achieving proficiency.

Scale Score and Performance on the IREAD-3 Test: Demo, Student A., Fall 2020

Demo, Student A..
Scored
531

200 Did Not Pass — 446 Pass — 650

Identify specific content where additional teaching and learning are required for students who Did Not Pass and received a GCE.

Students receive subscores for three reporting categories. Subscores can focus remediation efforts and support decisions about grouping students by their needs for additional support.
1. Review strand (reporting category) subscores.
2. Review the IREAD-3 Test Blueprint to identify the academic standards associated with the reporting categories.
3. Review the IREAD-3 Item Specifications to support needed skills for continued success in reading.

Reading: Nonfiction (30 – 40%)	
	3.RN.2.1 Questions based on text
	3.RN.2.2 Main idea
	3.RN.2.3 Describe relationships
	3.RN.3.1 Text features
	3.RN.3.2 Nonfiction structure

Target instruction based on student needs. For example, students receiving a low subscore for "reading nonfiction" should receive additional support on the five standards for reading nonfiction (listed in the test blueprint).

Important Considerations for Supporting Students with Disabilities

- The case conference committee should consider the appropriateness of developing reading goals based on areas of need as identified by the IREAD-3 subscores.

- Continued access to literacy instruction in a general education setting must be provided to students who received a GCE.

- Consideration should be given to provide additional supports with general education peers for students with disabilities who received a GCE, possibly during Tier II intervention times.

- Collaboration between the teacher of record and general education teachers is critical. The collaboration allows all teachers to understand valuable information regarding the student's disability, IEP goals, and accommodations. This includes special education staff presence during Multi-Tier System of Support/Response to Intervention (MTSS/RTI) discussions.

- Ensure instructional practices intertwine with and supplement existing literacy instruction that may already be in place via a student's regular, core special education services.

- Create a plan to track data on activities and formative assessments to underline which instructional components have been effective and where additional support may be needed.

Literacy Strategies for Students with Disabilities

Planning Instruction	Strategies & Supports for Teachers or Tutors
- Special Education teachers participate on the MTSS/RTI team. - Implement Specially Designed Instruction (SDI) within the general and special education classrooms. - Special education teachers and general education teachers collaborate. - Complete a root cause analysis for reading deficits, then write or revise goals to support growth. - Maintain access to core instruction in the classroom	- Provide explicit instruction. - Pre-teach academic vocabulary. - Build background knowledge. - Introduce need-aligned scaffolds. - Provide strategic instruction. - Utilize text-previewing strategies (i.e., Book Walk, KWL charts). - Explicitly teach text features to enhance comprehension, especially of non-fiction texts. - Provide text at just above the student's reading level. - Provide graphic organizers/note-taking tools to aid comprehension. - Use appropriate wait time for student responses.

Educator Resource Links

What Works Clearinghouse Literacy
Scientifically-Based Reading Instruction and Intervention Resources
Specially Designed Instruction (SDI)
Effective Reading Interventions for Kids With Learning Disabilities
IRIS Center Resource Locator
International Dyslexia Association: Effective Reading Instruction
Educator Corner: Literacy Strategies

Educator Strategies and Scheduling

Review (15-20 minutes)	Practice (10-20 minutes)	New Content (20-30+ minutes)
Review of taught vocabulary with visuals. Phonological awareness games. Text comprehension - asking and answering questions; story retell practice.	Partner read for fluency practice. Read independently with comprehension scaffolds. Individualized word work - spelling patterns, phonics patterns. Unfamiliar vocabulary strategies - identifying new words in text, Frayer models, word-definition matching and use in a sentence.	Direct instruction of new content, followed by student practice. Reading Nonfiction Lesson Plan Template Reading Literature Lesson Plan Template

High Leverage Practices - Reading Comprehension
- Comprehensive monitoring strategy of "Stop and Go" for cognitive and metacognitive instruction.
- Reciprocal teaching allows students to practice using various comprehension strategies while monitoring their own understanding.
- The before reading strategy, predict-o-gram, can be used to have students make predictions about a narrative text using select vocabulary words from the story.
- Question-Answer Relationships (QAR) help a reader to answer questions by thinking about where the answer to a question is found.
- Questioning the Author (QtA) is a technique that helps students make connections with text, promotes self-questioning, and fosters comprehension monitoring.
- Think-Alouds can be used to model how one is thinking about a text while reading.
- Text Coding allows students to make connections and remain engaged while reading.
- Conduct a metacognitive interview by providing students with a series of questions about their current skill set.
- Give pre- and post-tests to have students self-monitor growth.
- Provide opportunities for students to practice strategies across various settings to promote generalization.

CEC High Leverage Practices

Family Practices & Resources

These tips may be used to communicate with families:
Support to help your child read.

- Talk to your child about what they read at school each day.
- Discuss stories after reading to support comprehension of what was read.
- Work with the school to keep a supply of books in the home.
- Provide a consistent workspace and time for reading.
- Collaborate consistently with your child's teacher to learn what strategies and activities can be used to support literacy learning.

Family Resource Links
National Center on Improving Literacy
Reading Rockets for Parents
NAEYC Fall in Love with Reading: Ten Simple Things you can do at Home
Reading Tips for Parents (In Multiple Languages)
Improving Literacy for Parents and Families
Reading Tips for Parents